



Colorado Charter School Institute
Annual Review of Schools (CARS) Report
2017-2018

Global Village Academy - Northglenn



Expanding Frontiers in Public Education

1580 Logan Street Ste. 210 Denver, CO 80203 • P: 303.866.3299 • F: 303.866.2530 • www.csi.state.co.us



CSI HISTORY

In response to the growing desire for charter schools, the lack of school options for at-risk students, and the interest in an alternate mode of authorizing charter schools that could assist districts in implementing authorizing best practices, the State Legislature created the Charter School Institute (CSI) in 2004.

OUR MISSION

The mission of the Charter School Institute is to foster high-quality public school choices offered through Institute charter schools, including particularly schools that are focused on closing the achievement gap for at-risk students.

OUR VISION

The vision of the Charter School Institute is to be a national leader as a highly effective charter school authorizer by building a portfolio of high performing public charter schools through authorizing practices that promote a variety of successful and innovative educational designs, including an emphasis on schools that serve at-risk youth.

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CSI Annual Review of Schools (CARS) Summary

CARS was developed to fulfill statutory requirements and to align with best practice. CARS builds upon the evaluation lens utilized by the State—which evaluates academic achievement, academic growth, and postsecondary and workforce readiness—by including additional measures related to academic, financial, and organizational performance to provide a more comprehensive and robust evaluation that includes strong indicators of charter viability and sustainability. CARS will accomplish three primary objectives:

1. Add to the *body of evidence* that is used to make authorization decisions
2. Determine the school *accreditation rating* that is primarily used to inform authorization pathways
3. Determine the *level of support/intervention* to provide to the school

CSI Performance Framework

The CSI Performance Framework provides the basis for the CSI Annual Review of Schools. The Performance Framework explicitly defines the measures by which CSI holds schools accountable with regards to academic, financial, and organizational performance. The three areas of performance covered by the frameworks—academic, financial, and organizational—correspond directly with the three components of a strong charter school application, the three key areas of responsibility outlined in strong state charter laws and strong charter school contracts, and are the three areas on which a charter school’s performance should be evaluated.

CARS Accreditation Ratings

Pursuant to the Colorado Revised Statutes and rules applicable to Colorado school districts and authorizers, CSI is responsible for accrediting its schools in a manner that emphasizes attainment on the four statewide performance indicators, and may, at CSI’s discretion, include additional accreditation indicators and measures. CSI prioritizes academic performance in determining accreditation ratings. Specifically, a base accreditation rating is determined by academic performance on a subset of measures within the Academic Framework. Then, if a subset of measures on the Finance or Organizational Framework are missed, the accreditation rating is lowered.



Upon issuance of accreditation ratings, each school enters into an accreditation contract with CSI as required by state law. The accreditation contract describes the school’s CARS accreditation rating, the school’s performance plan type, assures compliance with the provisions of Title 22 and other applicable laws, and describes the consequences for noncompliance and Priority Improvement and Turnaround accreditation plan types. The accreditation contract is distinct from the charter contract, and may change from year-to-year or more frequently depending on the school’s plan type and individual circumstances.

In accordance with the CSI Accreditation Policy, CSI schools accredited with a rating of Improvement, Priority Improvement, or Turnaround must re-execute the accreditation contract annually. For schools accredited Distinction or Performance, the accreditation contract will renew automatically, except all schools, regardless of plan type, will re-execute the accreditation contract upon renewal.

How to Use the CSI Annual Review of Schools (CARS) Report

This **CARS Report** summarizes the school's cumulative performance and compliance data from required and agreed-upon sources, as collected by CSI over the term of the school's charter. The data collected and presented within this report reflect outcomes along the academic, financial, and organizational measures outlined with the CSI Performance Framework.

In order to summarize each section, CSI will include a *brief* narrative providing feedback on the school's progress within the indicators and/or metrics where applicable. Schools have the opportunity to provide a brief narrative for each section as well. Any additional claims within the school narrative must be substantiated with supplemental evidence that can be verified by CSI. The school narrative should focus on outputs and outcomes. Factors such as culture, curriculum, and PD, for example are important in your internal evaluations and root cause analysis, but are not considered by CSI as a part of your annual evaluation.

Schools should look at trends in the data and use the feedback provided within the report as evidence of success, as well as to identify areas that may need the allocation of additional resources and attention. This can be a useful tool to use in conjunction with the **Unified Improvement Plan (UIP)**.

A majority of the metrics within this report will be collected by CSI on a yearly basis and presented to each school in **September**. Please review all data collected for accuracy. Should you find any incorrect or inaccurate data (as opposed to findings or conclusions you simply disagree with), please contact the appropriate director, listed below:

Academic Performance: Ryan Marks

Financial Performance: Amanda Karger

Organizational Performance: Clare Vickland - State/Federal Programs | Trish Krajniak - Compliance Monitoring

If you wish to supplement any area of your report with additional evidence, these proposed changes or additions must be returned to CSI (ryanmarks@csi.state.co.us) **no later than October 12th**.

Once all data have been reviewed (and where applicable incorporated into the report), CSI will send each school a final report in **November**. You may use the tables, graphs and narrative of this final report in your UIP.

Please note: Interim and formative assessment data submitted by schools as supplemental evidence should be presented in the form of official reports generated by the test vendor, or in the case of locally developed assessments, generated through the official reporting system (e.g., Edusoft). Where this is not possible, exported flat files must be provided. Criteria for submitting additional assessment data include:

- Testing administration date(s), total number of test takers, and total number of enrolled students at the time of administration should be noted with each report.
- Growth data should reflect gains made using the beginning of the year as baseline and the end of the academic year as compared to national, state or pre-approved norms. If seasonal gains are submitted, these must also be accompanied with norms recognized by the nation, state or pre-approved by CSI.
- Regarding other supplemental evidence you wish to submit, any outputs or outcomes submitted that are not calculated and reported by CSI or the State must be accompanied by a Mission-Specific Measures Form, specifying how you quantify the measure (including methodology used to determine, document and calculate your measure).

1. Academic Achievement

- a. How are students achieving on state assessments?
- b. How are students achieving on state assessments over time?
- c. How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?
- d. Have students demonstrated readiness for the next grade level/course, and, ultimately, are they on track for college and careers?
- e. How are students achieving in comparison to similar schools statewide?

2. Academic Growth

- a. Are students making sufficient growth on state assessments?
- b. Are students making sufficient growth on state assessments over time?
- c. How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?
- d. How is student growth distributed across growth levels?
- e. How are students growing in comparison to similar schools statewide?

3. Postsecondary and Workforce Readiness

- a. How are students achieving on state assessments for postsecondary readiness?
- b. Are students graduating high school?
- c. Are students dropping out of high school?
- d. Are high school graduates adequately prepared for post-secondary academic success?
- e. What is the school's post-completion success rate?

***Data Notes:**

- Data sources include achievement, growth, and postsecondary and workforce readiness state files from 2010 to 2018. To protect student privacy, achievement data N counts less than 16 and growth data N counts less than 20 have been hidden. For more information regarding data privacy, please consult:

<https://www.cde.state.co.us/dataprivacyandsecurity>

- Data symbols:

Symbol	Meaning
NA	Used when data is not reported by the state.
n<16	Used for achievement measures. Indicates that student counts were too low to show the data publicly.
n<20	Used for growth measures. Indicates that student counts were too low to show the data publicly.
--	Used when data is not reportable due to low student counts.

- Traditionally underserved populations include minority, special education, free or reduced price lunch, non-English proficient/limited English proficient (English learners), and gifted & talented students.
- The Math section of this report includes student math scores disaggregated by grade level. Scores before 2017-18 reflect all students in 7th, 8th, and 9th grades who took any type of CMAS math test. State reporting did not disaggregate by grade for the high school level math tests. Therefore, students in 8th grade who opt to take either Algebra I, II, or Geometry are not included in the 8th grade level results. CSI can release an additional report containing disaggregated math results by test by request.
- Dropout rates contain 7th and 8th grade dropouts. The state files contain all students who dropped out of school from 7th to 12th grade. Schools have an option of requesting an additional report containing only dropout rates for 9th-12th grade.

CSI Performance Framework

Financial Performance Framework

1. Near Term

- a. Has the school met the statutory TABOR emergency reserve requirement?
- b. What is the school's current ratio?
- c. What is the school's months of cash on hand?
- d. Is the school in default with any financial covenants they have with loan agreements?
- e. What is the school's funded pupil count variance?

2. Sustainability

- a. What is the school's aggregate 3-year total margin?
- b. What is the school's net asset position?
- c. What is the school's debt?
- d. What is the school's unassigned fund balance on hand?

Organizational Performance Framework

1. Education Program

- a. Is the school complying with applicable education requirements?

2. Diversity, Equity of Access, and Inclusion

- a. Is the school protecting the rights of all students?

3. Governance and Financial Management

- a. Is the school complying with governance requirements?
- b. Is the school satisfying financial reporting and compliance requirements?

4. School Operations and Environment

- a. Is the school complying with health and safety requirements?
- b. Is the school complying with facilities and transportation requirements?
- c. Is the school complying with employee credentialing and background check requirements?

5. Additional Obligations

- a. Is the school complying with all other obligations?

Global Village Academy - Northglenn Overview

Year Opened/Transferred: 2016-2017

Grades Served: K-5

School Model: Language Immersion

Town/City: Northglenn

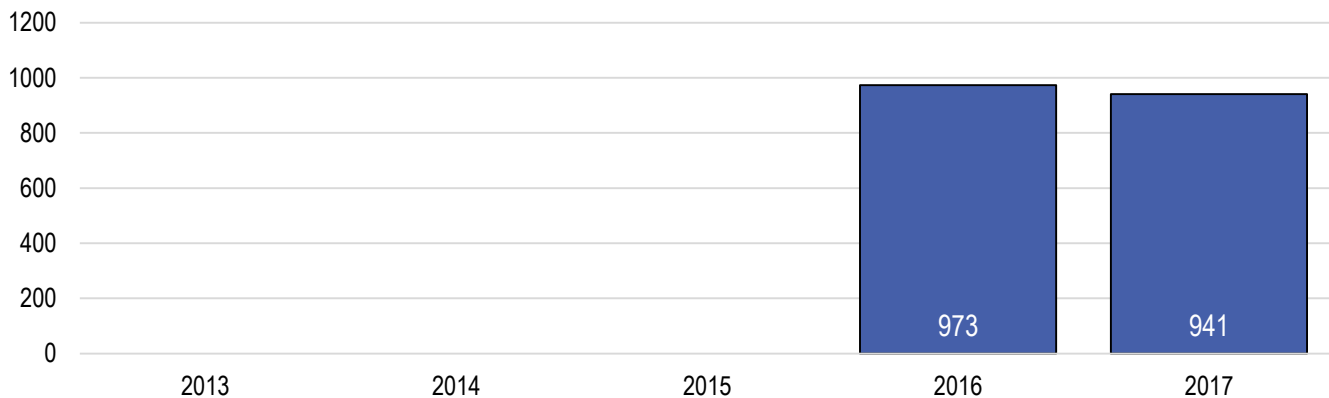
District of Residence: Adams 12 Five Star Schools

Original Application Type: Transfer

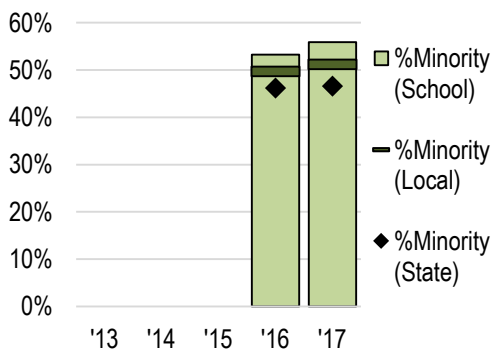
Enrollment and Student Demographics over Time

October Student Counts	2013	2014	2015	2016	2017	Trend
Enrollment Over Time	--	--	--	973	941	
Minority	--	--	--	53.2%	55.9%	
EL	--	--	--	36.2%	35.3%	
FRL	--	--	--	44.9%	36.0%	
Gifted	--	--	--	2.2%	1.3%	
SPED	--	--	--	5.8%	4.0%	
504	--	--	--	0.0%	1.0%	

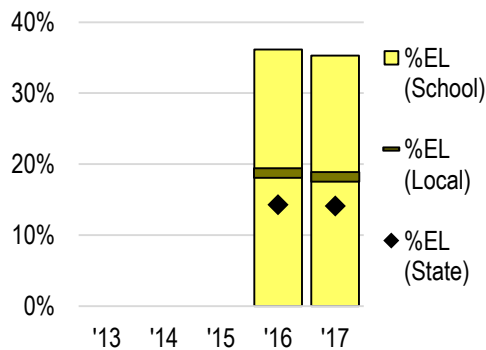
Enrollment over Time



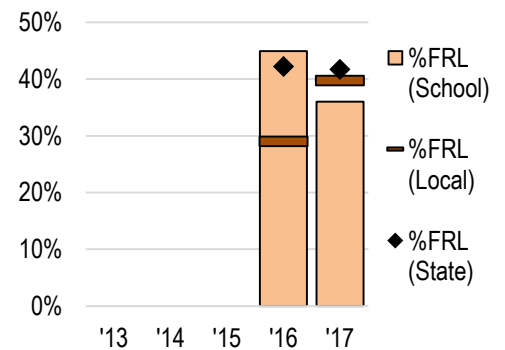
Minority Students



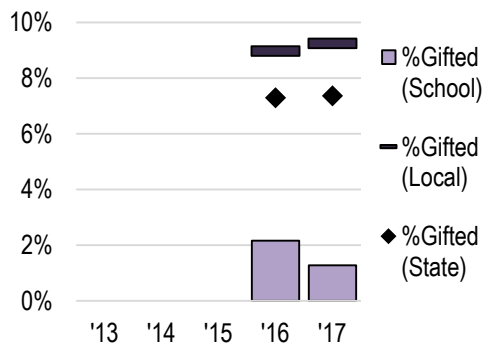
English Learners



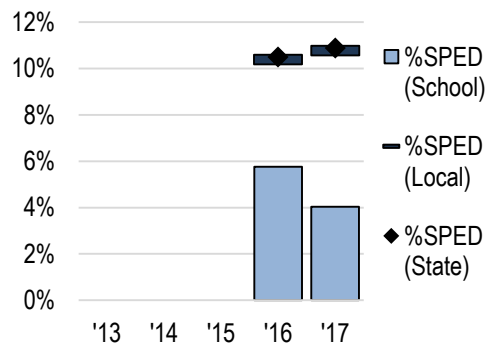
Lunch Eligibility



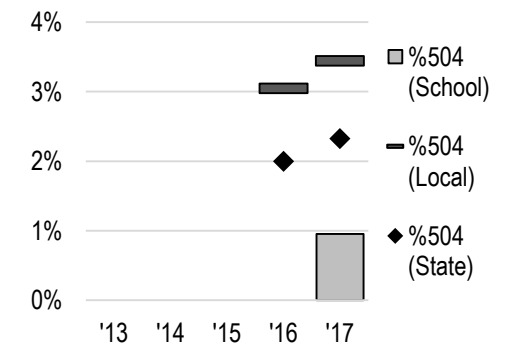
Gifted Students



Students with Disabilities



Students with a 504



Note on Data Source: Demographic data included in CARS comes from the annual student October Count files.

CSI Annual Review of Schools (CARS) Rating

The CSI School Performance Framework serves to hold schools accountable for performance on the same, single set of indicators. The CSI Framework builds upon the evaluation lens by the State to include measures that may provide a more detailed and comprehensive summary of charter school performance. CSI's frameworks align with the state frameworks in that they also evaluate schools across the four key performance indicators of academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness. The distinguishing feature between the CDE School Performance Framework (SPF) and CSI's Academic Framework is the incorporation of trend data and a comparison to the geographic district, as it is important to ask how a school is performing over time as well as whether the school is better serving the needs of students than area schools. Additionally, the CSI frameworks also include measures outside of the academic realm that are strong predictors of charter viability such as financial health and organizational sustainability.

Framework	Rating
Academic	Performance
Financial	Financial performance does not impact the school accreditation rating
Organizational	Organizational performance does not impact the school accreditation rating
Overall Rating	Performance

Participation

The School Performance Framework now includes participation descriptors for school plan types that have low participation rates. These descriptors include:

- **Low Participation** is for schools with test participation rates below 95 percent in two or more content areas. The participation rate used for this descriptor includes students as non-participants if their parents formally excused them from taking the tests. Because low participation can impact how well the results reflect the school as a whole, it is important to consider low participation in reviewing the results on the frameworks. Participation rates are also reported on the first page of the frameworks, along with the achievement results on the subsequent pages.
- **Decreased Due to Participation** indicates the plan type, or rating, was lowered one level because assessment participation rates fell below 95 percent in two or more content areas. Parent refusals are excluded from the calculations for this descriptor. According to the State Board of Education motion, schools and districts will not be held liable for parental excusals.

The tables below contain participation rates as shown on your school's Performance Framework, as well as test participation rates disaggregated by test.

Assurance	
	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates (Ratings are based on Accountability Participation Rate)						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
English Language Arts	523	507	96.9%	14	99.6%	Meets 95%
Math	522	506	96.9%	14	99.6%	Meets 95%
Science	144	140	97.2%	4	100.0%	Meets 95%

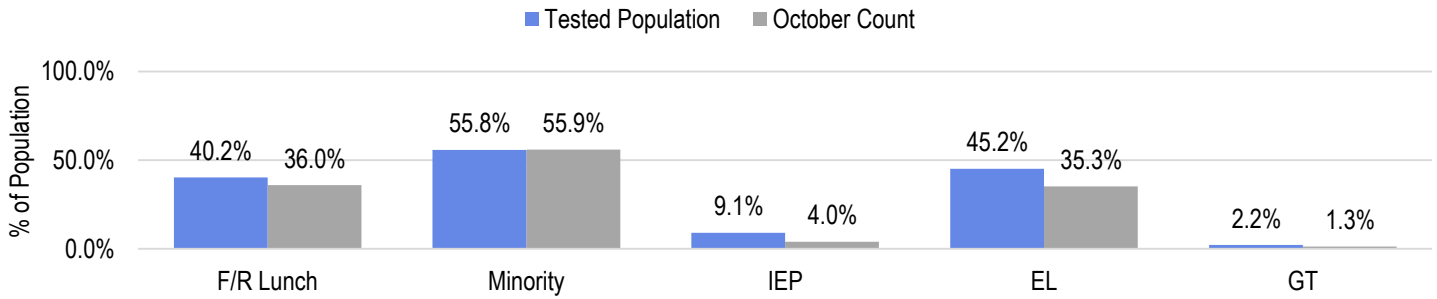
Test Participation Rates - Disaggregated by Test						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
CMAS English Language Arts	523	507	96.9%	14	99.6%	Meets 95%
CMAS Math	522	506	96.9%	14	99.6%	Meets 95%
CMAS Science	144	140	97.2%	4	100.0%	Meets 95%
PSAT/SAT Evidence-Based Reading and Writing	0	0	--	0	--	NA
PSAT/SAT Math	0	0	--	0	--	NA

Participation Rate Comparison

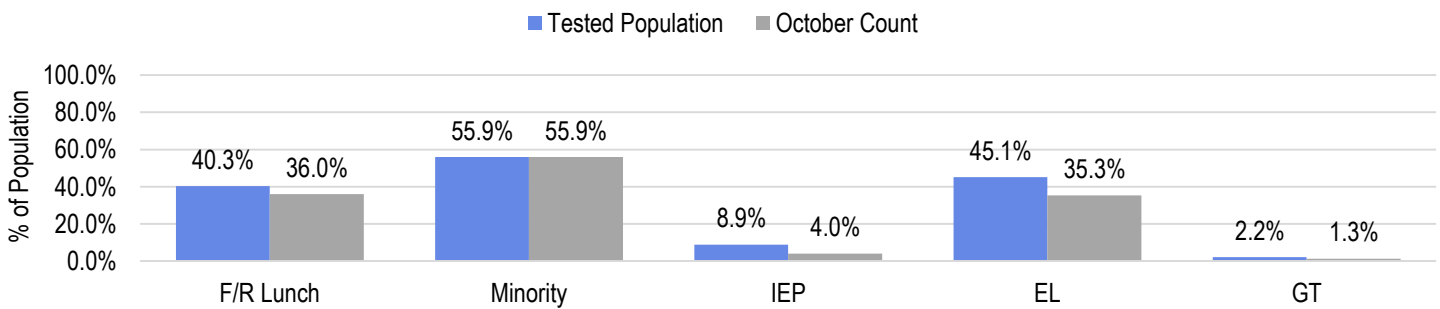
-Are the different subgroups in the school being represented appropriately in the participation rate?

Participation Rate						
	ENGLISH LANGUAGE ARTS		MATH		SCIENCE	
	Tested Population	October Count	Tested Population	October Count	Tested Population	October Count
F/R Lunch	40.2%	36.0%	40.3%	36.0%	34.3%	36.0%
Minority	55.8%	55.9%	55.9%	55.9%	54.3%	55.9%
IEP	9.1%	4.0%	8.9%	4.0%	9.3%	4.0%
EL	45.2%	35.3%	45.1%	35.3%	40.7%	35.3%
GT	2.2%	1.3%	2.2%	1.3%	2.1%	1.3%

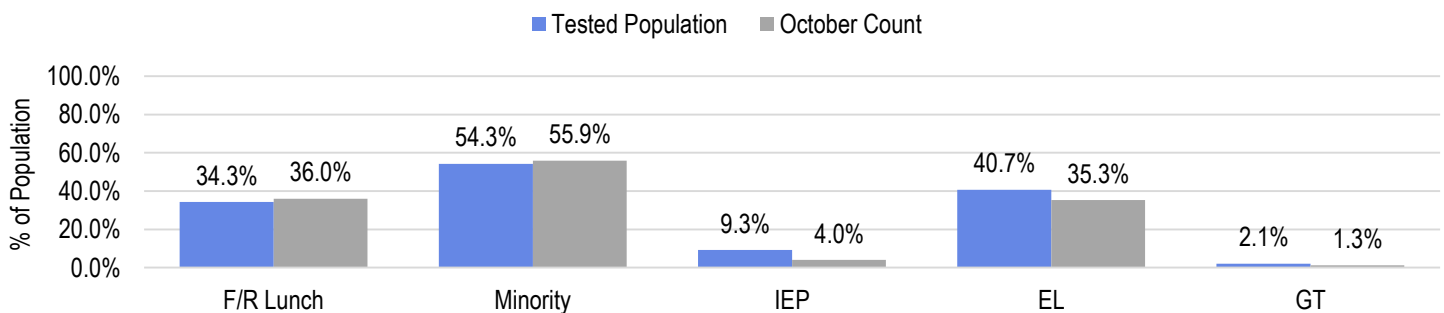
English Language Arts



Math



Science



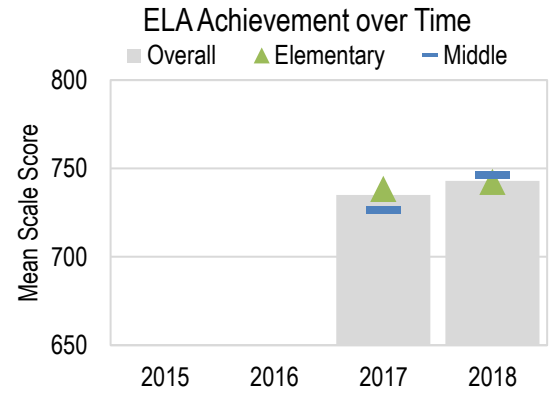
English Language Arts Achievement

CMAS ELA: School Status and Trends

-How are students achieving on state assessments in English Language Arts over time?

Achievement over Time in ELA								
CMAS ELA	2015		2016		2017		2018	
	N	MSS	N	MSS	N	MSS	N	MSS
3	NA	--	NA	--	136	733	124	738
4	NA	--	NA	--	106	742	127	741
5	NA	--	NA	--	79	744	96	750
Elementary	0	--	0	--	321	739	347	743
6	NA	--	NA	--	60	732	74	745
7	NA	--	NA	--	50	725	42	744
8	NA	--	NA	--	23	718	44	750
Middle	0	--	0	--	133	727	160	746
Overall	NA	--	NA	--	454	735	507	743

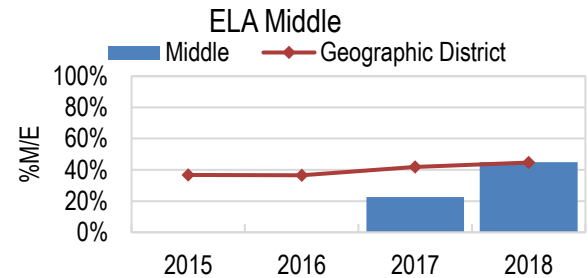
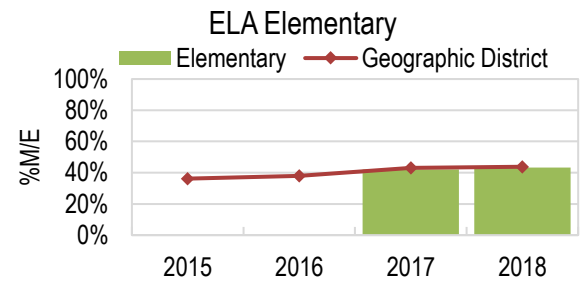
*Overall results before 2017-18 also include high school grade levels.



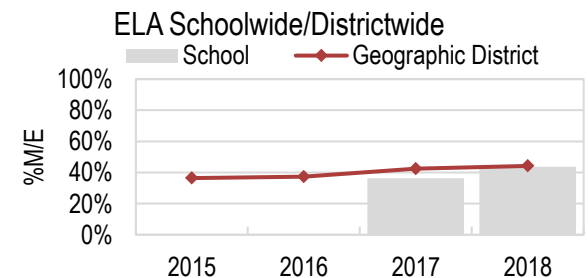
CMAS ELA: Local Comparison

-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

School Proficiency over Time in ELA								
CMAS ELA	2015		2016		2017		2018	
	N	%M/E	N	%M/E	N	%M/E	N	%M/E
3	NA	--	NA	--	136	36.8%	124	36.3%
4	NA	--	NA	--	106	41.5%	127	37.8%
5	NA	--	NA	--	79	51.9%	96	59.4%
Elementary	0	--	0	--	321	42.1%	347	43.2%
6	NA	--	NA	--	60	23.3%	74	41.9%
7	NA	--	NA	--	50	24.0%	42	42.9%
8	NA	--	NA	--	23	17.4%	44	52.3%
Middle	0	--	0	--	133	22.6%	160	45.0%
Overall	NA	--	NA	--	454	36.3%	507	43.8%



Geographic District Proficiency over Time in ELA								
CMAS ELA	2015		2016		2017		2018	
	N	%M/E	N	%M/E	N	%M/E	N	%M/E
3	3007	33.0%	3079	33.3%	2893	39.6%	2884	37.6%
4	2930	37.8%	3002	41.8%	2936	44.5%	2930	46.2%
5	2944	37.8%	2975	39.0%	2938	45.0%	2989	47.4%
Elementary	8881	36.2%	9056	38.0%	8767	43.1%	8803	43.8%
6	2883	33.6%	2925	32.8%	2873	39.2%	2869	42.1%
7	2946	36.4%	2911	37.1%	2889	43.9%	2881	47.6%
8	2759	40.1%	2832	39.8%	2842	42.4%	2883	44.3%
Middle	8588	36.6%	8668	36.5%	8604	41.8%	8633	44.7%
Overall	17469	36.4%	17724	37.3%	17371	42.5%	17436	44.2%



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the English Language Arts state assessment over time disaggregated by grade and class level. The color key to the right describes when mean scale scores exceeded, met, approached, or did not meet state expectations. Since last school year, overall mean scale score has increased by 7.9 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Adams 12 Five Star Schools) for the past four years. Overall, the school has performed lower than their geo. district in 2017, and 2018. This year, the school performed lower than their geo. district by 0.4 percentage points.

Looking through CARS: There are four pages for CMAS English Language Arts achievement and growth data. Both achievement and growth sections have trends over time, geographic district comparisons, and subgroup comparisons. Narrative boxes provide further context to the data on each page.

NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds	Approaching
Meets	Does Not Meet

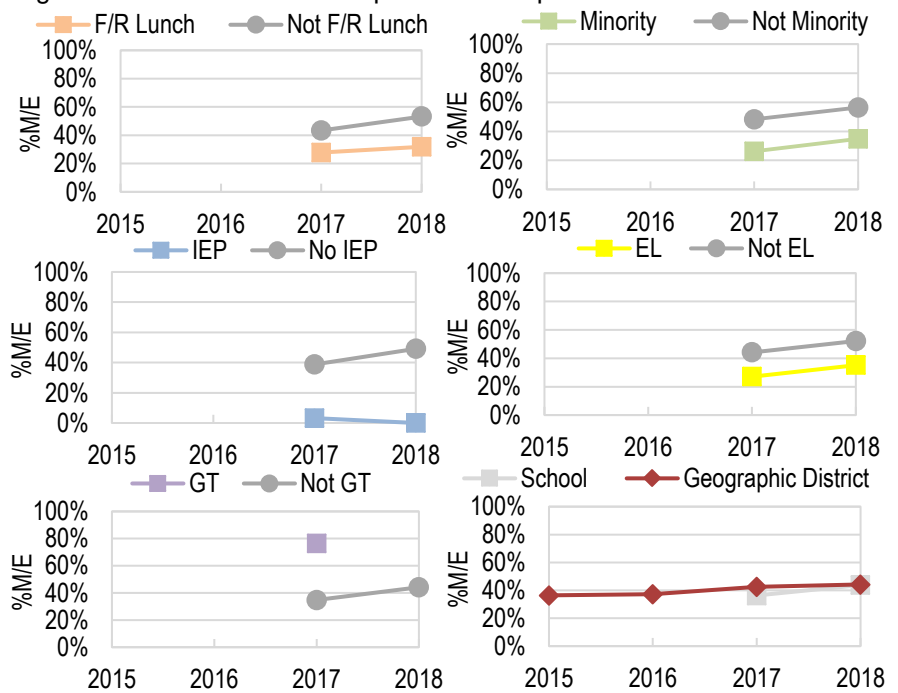
English Language Arts Subgroup Achievement

CMAS ELA: Subgroup Status and Gap Trends

-How are traditionally underserved students achieving on state assessments in English Language Arts over time?

-How are traditionally underserved students achieving on state assessments compared to their peers over time?

CMAS ELA		2015	2016	2017	2018
Student Subgroup		%M/E	%M/E	%M/E	%M/E
F/R Lunch	Y	--	--	27.8%	31.8%
	N	--	--	43.4%	53.2%
Minority	Y	--	--	26.3%	34.9%
	N	--	--	48.3%	56.5%
IEP	Y	--	--	3.2%	0.0%
	N	--	--	38.8%	49.1%
EL	Y	--	--	27.1%	35.1%
	N	--	--	44.1%	52.2%
GT	Y	--	--	76.5%	--
	N	--	--	34.8%	44.1%
Schoolwide		--	--	36.3%	43.8%
Geographic District		36.4%	37.3%	42.5%	44.2%

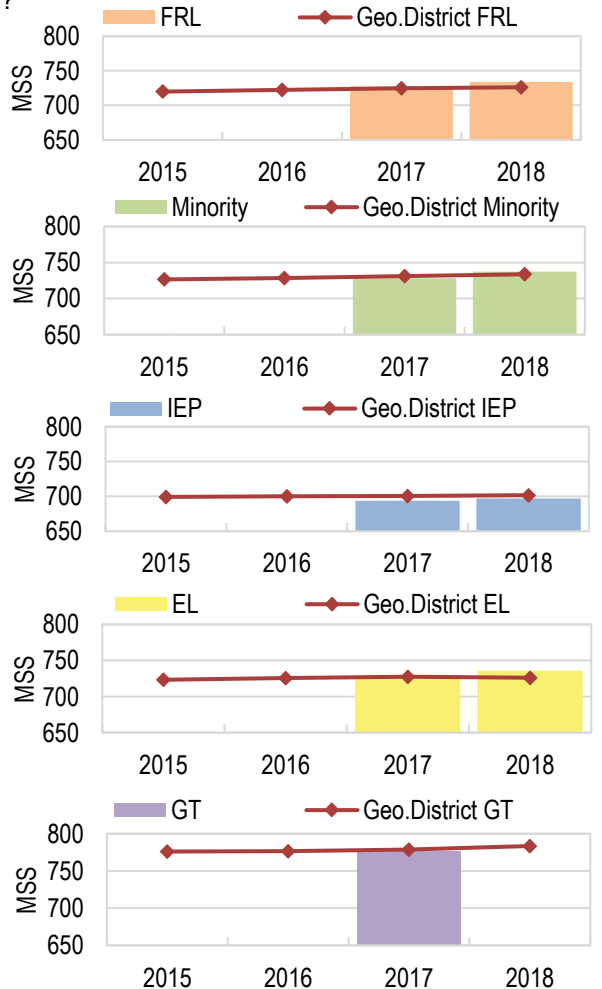


CMAS ELA: Subgroup Local Comparison

-How are traditionally underserved students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

CMAS ELA	2015		2016		2017		2018	
Subgroup	N	MSS	N	MSS	N	MSS	N	MSS
F/R Lunch	0	--	0	--	205	728	201	734
Minority	0	--	0	--	247	728	275	737
IEP	0	--	0	--	31	694	46	697
EL	0	--	0	--	207	727	222	736
GT	0	--	0	--	17	776	n<16	--

CMAS ELA	2015		2016		2017		2018	
Subgroup	N	MSS	N	MSS	N	MSS	N	MSS
F/R Lunch	7147	720	7712	722	7736	725	7014	726
Minority	9061	727	9612	729	9661	731	8597	734
IEP	2088	699	2004	700	2083	701	1701	702
EL	4688	723	4963	726	4879	728	3938	726
GT	2192	776	2278	776	2366	779	2179	784



Achievement Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the English Language Arts state assessment over time. In English Language Arts, the percent of students eligible for free or reduced priced lunch (FRL) meeting or exceeding expectations increased, minority student performance increased, performance for students with disabilities (IEP) decreased, English learner (EL) performance increased, and overall student performance increased. This year, non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP peers, non-EL students outperformed their EL peers, overall, Adams 12 Five Star Schools outperformed the school. In 2018, the following subgroups outperformed the geo. district: FRL, minority, EL, additional details are available in the graphs on the right.

NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

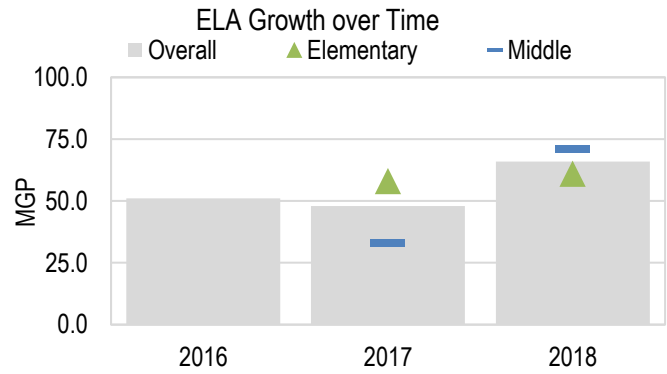


English Language Arts Growth

CMAS ELA: School Status and Trends

-Are students making sufficient growth on state assessments over time?

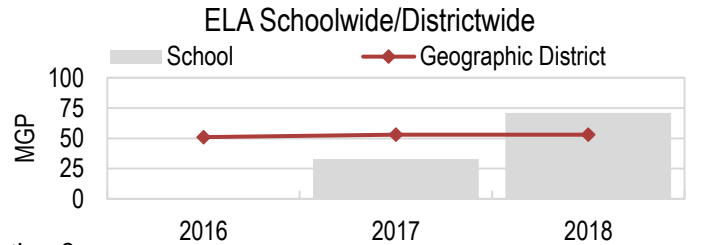
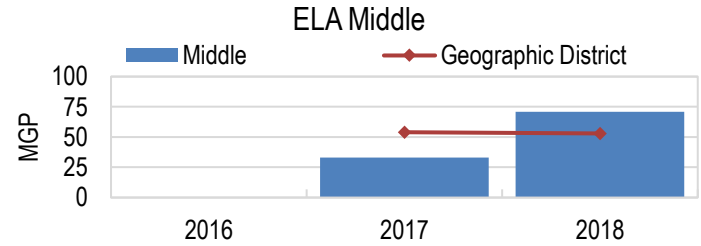
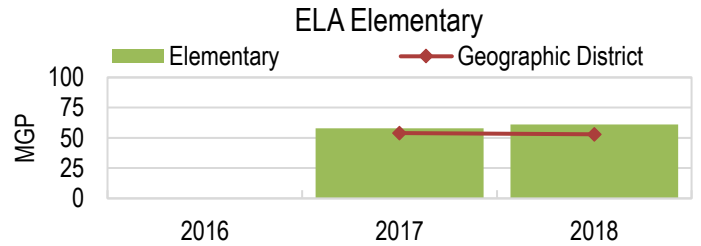
Growth over Time in ELA						
CMAS ELA	2016		2017		2018	
Grade/Level	N	MGP	N	MGP	N	MGP
4	98	45.0	101	52.0	125	56.0
5	64	51.5	79	66.0	90	67.0
Elementary	NA	--	180	58.0	215	61.0
6	52	58.0	58	43.5	72	68.5
7	32	68.5	48	31.5	42	61.0
8	41	42.0	22	18.0	42	83.0
Middle	NA	--	128	33.0	156	71.0
Overall	287	51.0	308	48.0	371	66.0



CMAS ELA: Local Comparison

-How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Geographic District Growth over Time in ELA						
CMAS ELA	2016		2017		2018	
Grade/Level	N	MGP	N	MGP	N	MGP
4	2803	52.0	2732	56.5	2709	52.0
5	2785	53.0	2761	52.0	2778	54.0
Elementary	NA	--	5493	54.0	5487	53.0
6	2694	45.0	2675	50.0	2667	51.0
7	2640	52.0	2681	56.0	2647	57.0
8	2611	52.0	2623	57.0	2653	52.0
Middle	NA	--	7979	54.0	7967	53.0
Overall	15894	51.0	15917	53.0	13454	53.0



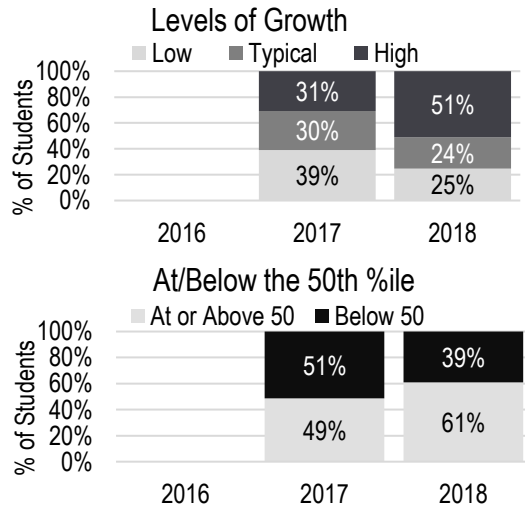
Growth Status and Local Comparison Narrative
The graphs above show schoolwide growth on the English Language Arts state assessment. From 2016 to 2018, overall student growth has increased. Since last year, student growth increased by 18 percentile points. In 2018, overall student growth exceeded state expectations and was above the geo. district. Overall student growth for the geo. district has increased over time.

CMAS ELA: Levels of Growth

-How is student growth distributed across growth levels over time?

ELA Levels of Growth			
CMAS ELA	%Students		
Category	2016	2017	2018
Low (below 35)	--	39%	25%
Typical (35-65)	--	30%	24%
High (above 65)	--	31%	51%

ELA At/Below 50th %ile			
CMAS ELA	%Students		
Category	2016	2017	2018
At or Above 50	--	49%	61%
Below 50	--	51%	39%



Levels of Growth Narrative
Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 25% of students with growth scores (students in fourth through eighth grades) while students with high growth rates, categorized as students with a MGP above 65, account for 51% of students. The percent of students at or above the 50th percentile has increased from last year (49% to 61%).

NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds	Approaching
Meets	Does Not Meet

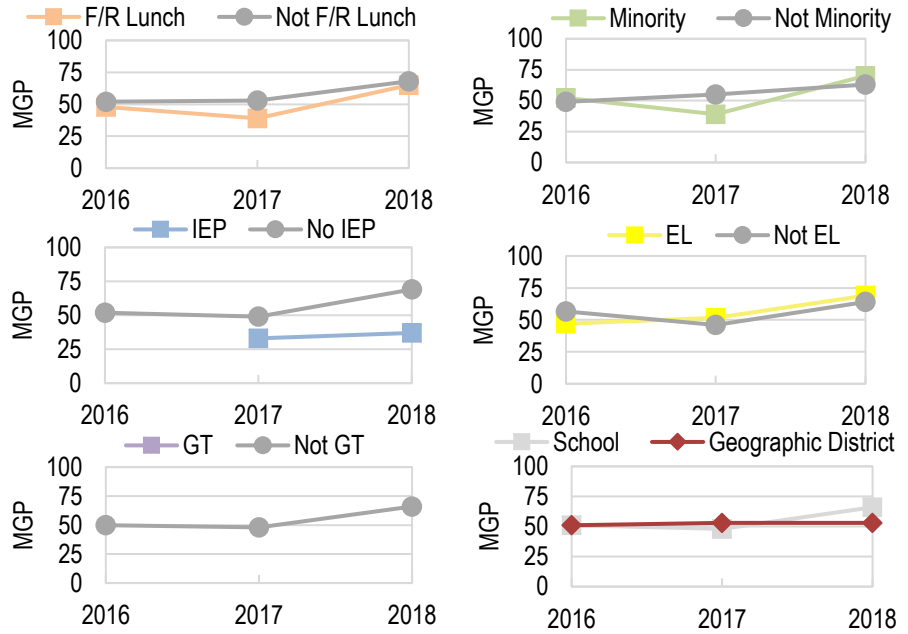
English Language Arts Subgroup Growth

CMAS ELA: Subgroup Status and Gap Trends

-How are traditionally underserved students growing on state assessments in English Language Arts over time?

-How are traditionally underserved students growing on state assessments compared to their peers over time?

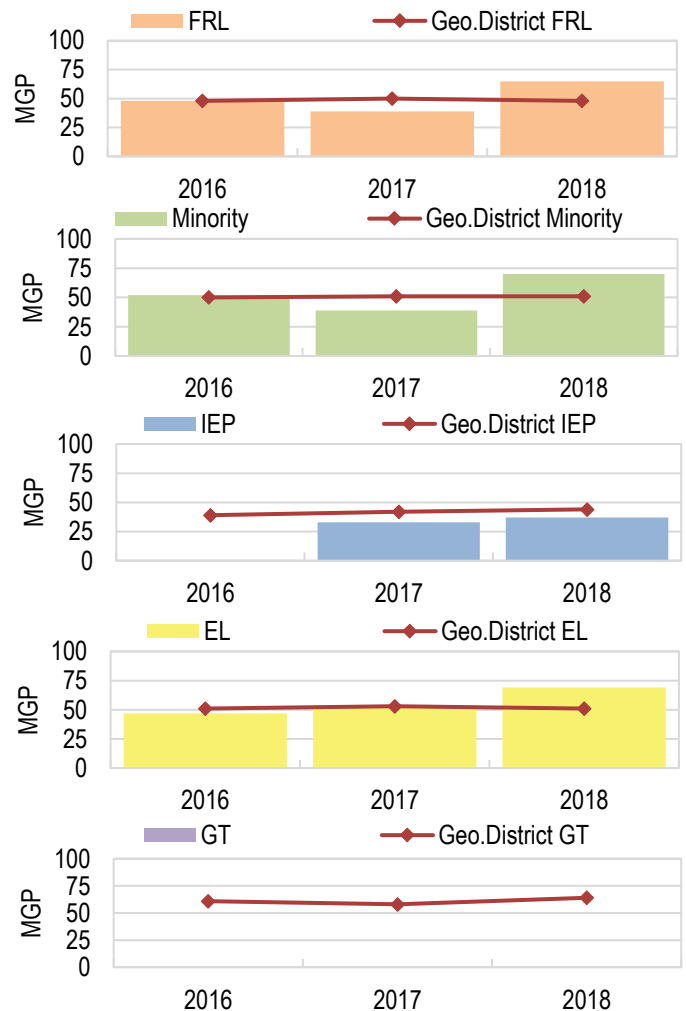
Subgroup Growth Gap Trends over Time in ELA				
CMAS ELA		2016	2017	2018
Student Subgroup		MGP	MGP	MGP
F/R Lunch	Y	48.0	39.0	65.0
	N	52.0	53.0	68.0
Minority	Y	52.0	39.0	70.0
	N	49.0	55.0	63.0
IEP	Y	--	33.0	37.0
	N	52.0	49.0	69.0
EL	Y	47.0	51.5	69.0
	N	56.5	46.0	64.0
GT	Y	--	--	--
	N	50.0	48.0	66.0
Schoolwide		51.0	48.0	66.0
Geographic District		51.0	53.0	53.0



CMAS ELA: Subgroup Local Comparison

-How are traditionally underserved students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Subgroup Growth over Time in ELA						
CMAS ELA	2016		2017		2018	
Subgroup	N	MGP	N	MGP	N	MGP
F/R Lunch	148	48.0	135	39.0	154	65.0
Minority	174	52.0	169	39.0	208	70.0
IEP	n<20	--	20	33.0	39	37.0
EL	169	47.0	152	51.5	164	69.0
GT	n<20	--	n<20	--	n<20	--



Geographic District Subgroup Growth over Time in ELA						
CMAS ELA	2016		2017		2018	
Subgroup	N	MGP	N	MGP	N	MGP
F/R Lunch	6044	48.0	6175	50.0	5487	48.0
Minority	7680	50.0	7892	51.0	6820	51.0
IEP	1522	39.0	1552	42.0	1240	44.0
EL	3952	51.0	4036	53.0	3182	51.0
GT	1966	61.0	2010	58.0	1824	64.0

Growth Subgroup Status and Local Comparison Narrative

The graphs above show growth of student subgroups on the English Language Arts state assessment over time. In English Language Arts, the percent of students eligible for free or reduced priced lunch (FRL) meeting or exceeding expectations increased, minority student performance increased, performance for students with disabilities (IEP) decreased, English learner (EL) performance increased, and overall student performance increased. This year, non-FRL students outperformed their FRL peers, minority students outperformed their non-minority peers, general education students outperformed their IEP peers, EL students outperformed their non-EL peers, overall, the school outperformed Adams 12 Five Star Schools. In 2018, the following subgroups outperformed the geo. district: FRL, minority, EL, additional details are available in the graphs on the right.

NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.



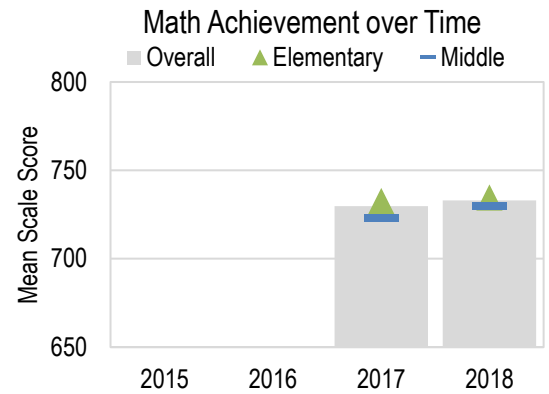
Mathematics Achievement

CMAS Math: School Status and Trends

-How are students achieving on state assessments in Mathematics over time?

Achievement over Time in Math								
CMAS Math	2015		2016		2017		2018	
	N	MSS	N	MSS	N	MSS	N	MSS
3	NA	--	NA	--	137	737	124	736
4	NA	--	NA	--	108	729	126	727
5	NA	--	NA	--	81	730	96	743
Elementary	0	--	0	--	326	733	341	735
6	NA	--	NA	--	60	725	74	732
7	NA	--	NA	--	50	726	42	731
8	NA	--	NA	--	24	712	44	727
Middle	0	--	0	--	134	723	159	730
Overall	NA	--	NA	--	460	730	506	733

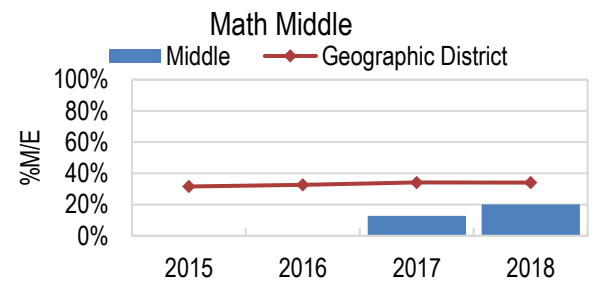
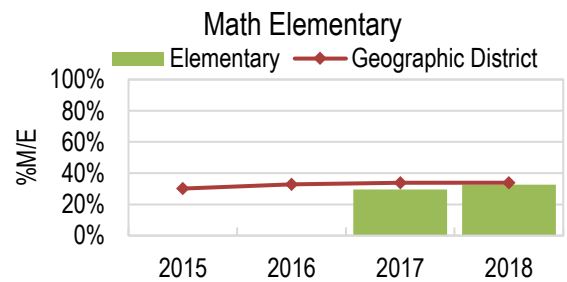
*Overall results before 2017-18 also include high school grade levels.



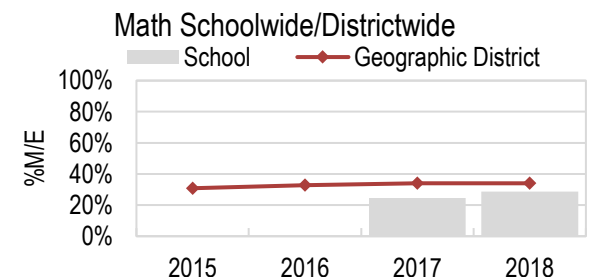
CMAS Math: Local Comparison

-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

School Proficiency over Time in Math								
CMAS Math	2015		2016		2017		2018	
	N	%M/E	N	%M/E	N	%M/E	N	%M/E
3	NA	--	NA	--	137	33.6%	124	33.1%
4	NA	--	NA	--	108	25.9%	126	25.4%
5	NA	--	NA	--	81	27.2%	96	41.7%
Elementary	0	--	0	--	326	29.4%	346	32.7%
6	NA	--	NA	--	60	13.3%	74	27.0%
7	NA	--	NA	--	50	12.0%	42	11.9%
8	NA	--	NA	--	24	12.5%	44	15.9%
Middle	0	--	0	--	134	12.7%	159	20.1%
Overall	NA	--	NA	--	460	24.6%	506	28.7%



Geographic District Proficiency over Time in Math								
CMAS Math	2015		2016		2017		2018	
	N	%M/E	N	%M/E	N	%M/E	N	%M/E
3	3005	31.8%	3075	32.0%	2909	34.5%	2889	31.8%
4	2926	30.0%	3013	32.9%	2952	33.8%	2937	33.5%
5	2945	28.6%	2970	33.5%	2933	33.0%	2990	36.3%
Elementary	8876	30.1%	9058	32.8%	8794	33.8%	8816	33.9%
6	2946	29.5%	2930	32.2%	2871	35.0%	2894	32.1%
7	2923	30.1%	2909	29.6%	2891	29.3%	2867	31.8%
8	2762	35.3%	2832	36.3%	2848	38.2%	2884	38.5%
Middle	8631	31.6%	8671	32.7%	8610	34.2%	8645	34.1%
Overall	17507	30.8%	17729	32.7%	17404	34.0%	17461	34.0%



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the Math state assessment over time disaggregated by grade and class level. The color key to the right describes when mean scale scores exceeded, met, approached, or did not meet state expectations. Since last school year, overall mean scale score has increased by 3.2 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Adams 12 Five Star Schools) for the past four years. Overall, the school has performed lower than their geo. district in 2017, and 2018. This year, the school performed lower than their geo. district by 5.4 percentage points.

Looking through CARS: There are four pages for CMAS Mathematics achievement and growth data. Both achievement and growth sections have trends over time, geographic district comparisons, and subgroup comparisons. Narrative boxes provide further context to the data on each page.

NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds	Approaching
Meets	Does Not Meet

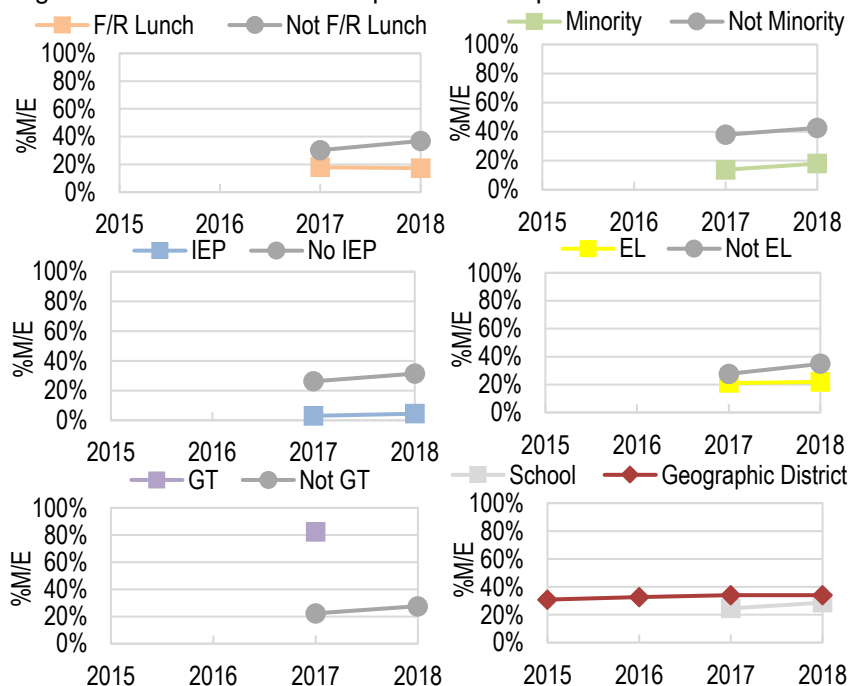
Mathematics Subgroup Achievement

CMAS Math: Subgroup Status and Gap Trends

-How are traditionally underserved students achieving on state assessments in Mathematics over time?

-How are traditionally underserved students achieving on state assessments compared to their peers over time?

CMAS Math		2015	2016	2017	2018
Student Subgroup	%M/E	%M/E	%M/E	%M/E	%M/E
F/R Lunch	Y	--	--	17.9%	17.3%
	N	--	--	30.2%	36.9%
Minority	Y	--	--	13.8%	18.1%
	N	--	--	37.9%	42.6%
IEP	Y	--	--	3.0%	4.4%
	N	--	--	26.2%	31.4%
EL	Y	--	--	21.0%	21.9%
	N	--	--	27.6%	34.8%
GT	Y	--	--	82.4%	--
	N	--	--	22.3%	27.6%
Schoolwide		--	--	24.6%	28.7%
Geographic District		30.8%	32.7%	34.0%	34.0%

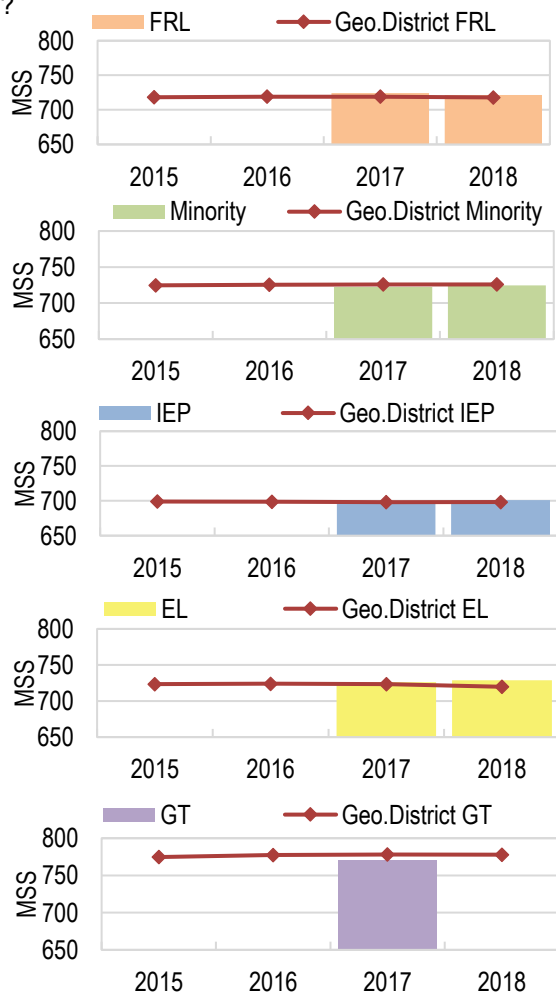


CMAS Math: Subgroup Local Comparison

-How are traditionally underserved students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

CMAS Math	2015		2016		2017		2018	
Subgroup	N	MSS	N	MSS	N	MSS	N	MSS
F/R Lunch	0	--	0	--	212	724	202	722
Minority	0	--	0	--	254	722	277	725
IEP	0	--	0	--	33	699	45	701
EL	0	--	0	--	214	726	224	729
GT	0	--	0	--	17	771	n<16	--

CMAS Math	2015		2016		2017		2018	
Subgroup	N	MSS	N	MSS	N	MSS	N	MSS
F/R Lunch	7184	718	7698	719	7818	719	7068	718
Minority	9121	725	9598	726	9752	726	8668	726
IEP	2086	699	2000	699	2078	698	1700	698
EL	4727	724	4957	724	4981	724	4016	720
GT	2193	775	2278	778	2365	778	2175	778



Achievement Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the Math state assessment over time. In Math, the percent of students eligible for free or reduced priced lunch (FRL) meeting or exceeding expectations decreased, minority student performance increased, performance for students with disabilities (IEP) decreased, English learner (EL) performance increased, and overall student performance increased. This year, non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP peers, non-EL students outperformed their EL peers, overall, Adams 12 Five Star Schools outperformed the school. In 2018, the following geo. district subgroups outperformed subgroups in the school: minority, additional details are available in the graphs on the right.

NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.



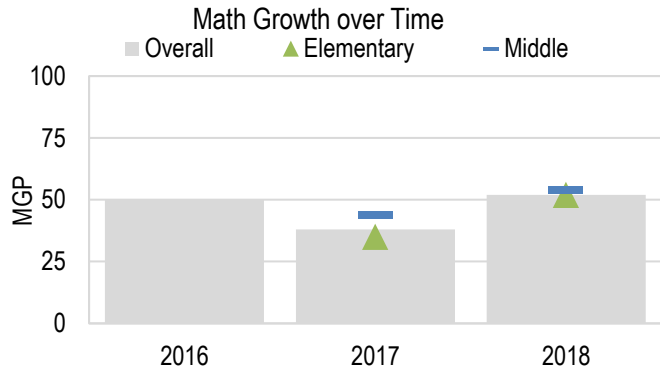
Mathematics Growth

CMAS Math: School Status and Trends

-Are students making sufficient growth on state assessments over time?

Growth over Time in Math

CMAS Math	2016		2017		2018	
	N	MGP	N	MGP	N	MGP
4	98	43.0	100	38.0	124	40.0
5	63	44.0	79	32.0	89	82.0
Elementary	NA	--	179	35.0	213	52.0
6	52	60.0	58	57.0	72	53.0
7	32	53.0	49	35.0	42	64.5
8	41	49.0	22	36.0	42	44.5
Middle	NA	--	129	44.0	156	54.0
Overall	286	50.0	308	38.0	369	52.0

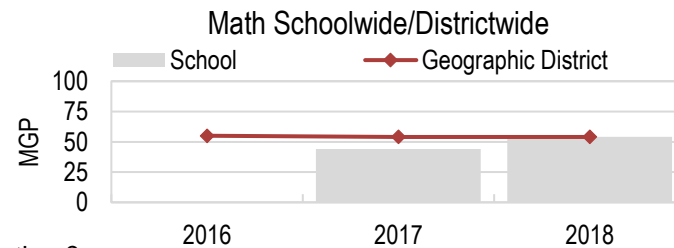
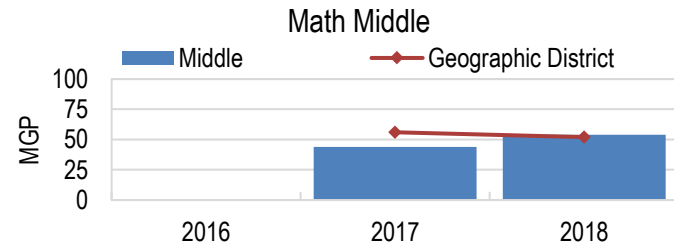
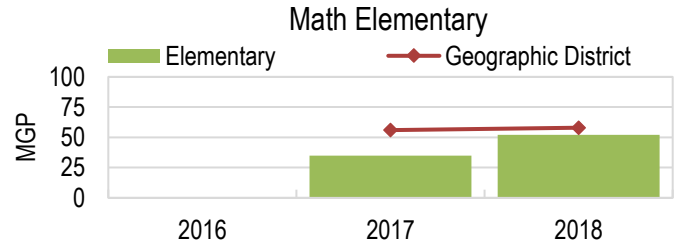


CMAS Math: Local Comparison

-How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Geographic District Growth over Time in Math

CMAS Math	2016		2017		2018	
	N	MGP	N	MGP	N	MGP
4	2806	59.0	2743	63.0	2717	59.0
5	2778	52.0	2759	50.0	2794	56.0
Elementary	NA	--	5502	56.0	5511	58.0
6	2695	58.0	2668	62.0	2686	58.0
7	2693	56.0	2681	50.0	2630	48.0
8	2590	55.0	2625	58.0	2650	51.0
Middle	NA	--	7974	56.0	7966	52.0
Overall	15866	55.0	15872	54.0	13477	54.0



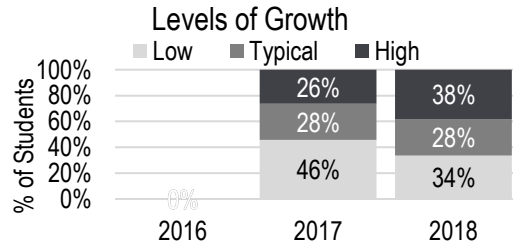
Growth Status and Local Comparison Narrative

The graphs above show schoolwide growth on the Math state assessment. From 2016 to 2018, overall student growth has increased. Since last year, student growth increased by 14 percentile points. In 2018, overall student growth met state expectations and was below the geo. district. Overall student growth for the geo. district has decreased over time.

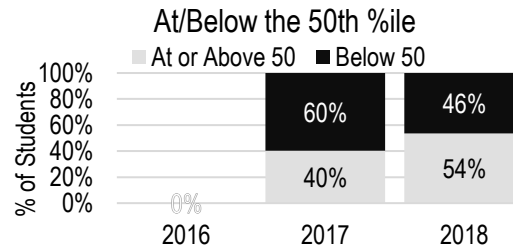
CMAS Math: Levels of Growth

-How is student growth distributed across growth levels over time?

CMAS Math	%Students		
	2016	2017	2018
Low (below 35)	--	46%	34%
Typical (35-65)	--	28%	28%
High (above 65)	--	26%	38%



CMAS Math	%Students		
	2016	2017	2018
At or Above 50	--	40%	54%
Below 50	--	60%	46%



Levels of Growth Narrative

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 34% of students with growth scores (students in fourth through eighth grades) while students with high growth rates, categorized as students with a MGP above 65, account for 38% of students. The percent of students at or above the 50th percentile has increased from last year (40% to 54%).

NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds	Approaching
Meets	Does Not Meet

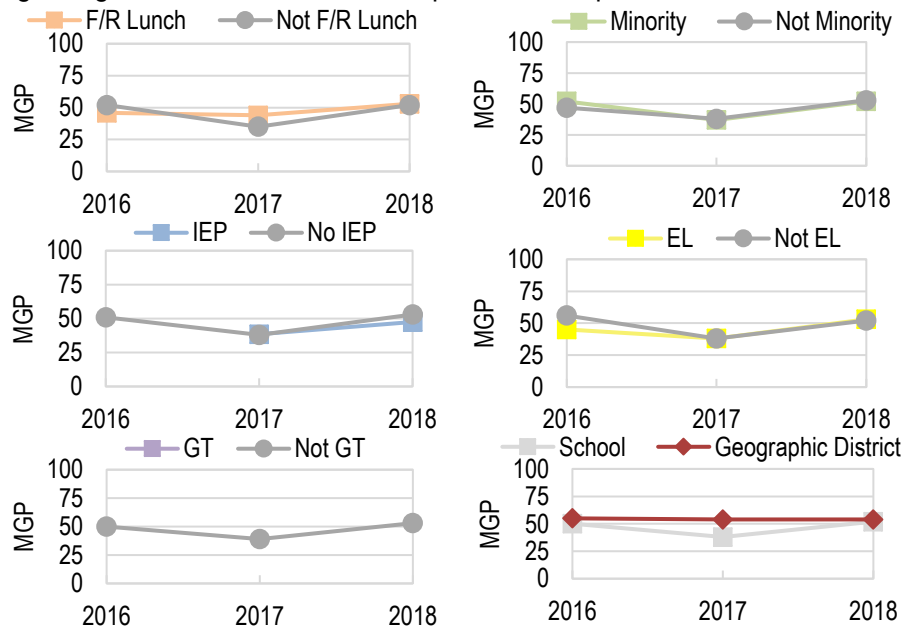
Mathematics Subgroup Growth

CMAS Math: Subgroup Status and Gap Trends

-How are traditionally underserved students growing on state assessments in Mathematics over time?

-How are traditionally underserved students growing on state assessments compared to their peers over time?

Subgroup Growth Gap Trends over Time in Math				
CMAS Math		2016	2017	2018
Student Subgroup		MGP	MGP	MGP
F/R Lunch	Y	46.0	44.0	53.0
	N	52.0	35.0	52.0
Minority	Y	52.0	37.0	52.0
	N	47.0	38.0	53.0
IEP	Y	--	38.5	47.5
	N	51.0	38.0	53.0
EL	Y	45.0	38.0	53.0
	N	56.0	38.0	52.0
GT	Y	--	--	--
	N	50.0	39.0	53.0
Schoolwide		50.0	38.0	52.0
Geographic District		55.0	54.0	54.0



CMAS Math: Subgroup Local Comparison

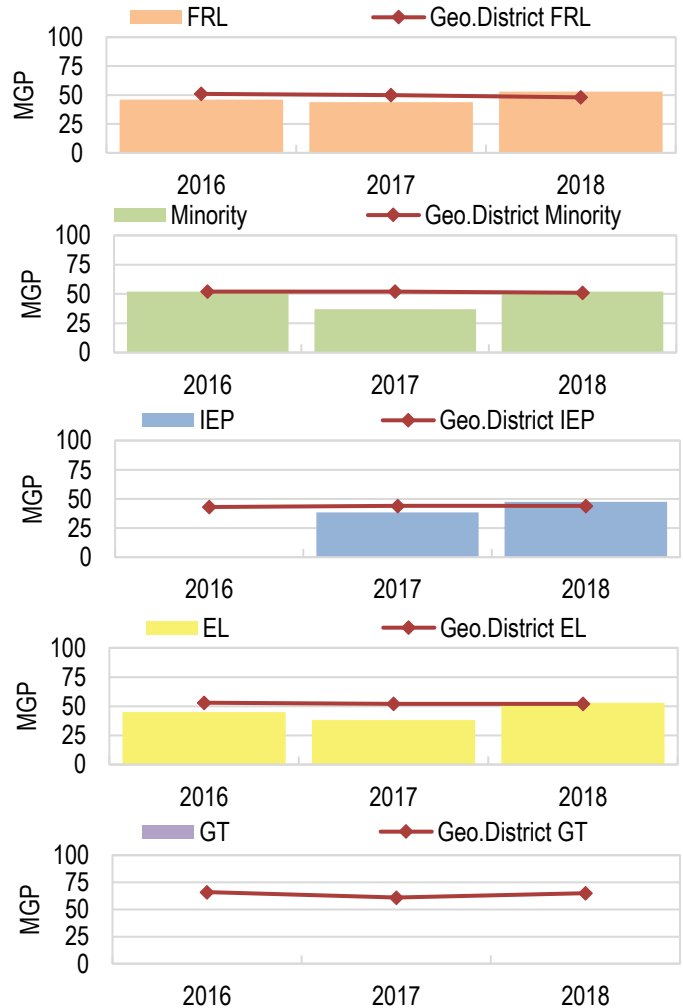
-How are traditionally underserved students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Subgroup Growth over Time in Math						
CMAS Math	2016		2017		2018	
Subgroup	N	MGP	N	MGP	N	MGP
F/R Lunch	148	46.0	135	44.0	154	53.0
Minority	174	52.0	171	37.0	208	52.0
IEP	n<20	--	20	38.5	38	47.5
EL	168	45.0	152	38.0	163	53.0
GT	n<20	--	n<20	--	n<20	--

Geographic District Subgroup Growth over Time in Math						
CMAS Math	2016		2017		2018	
Subgroup	N	MGP	N	MGP	N	MGP
F/R Lunch	6050	51.0	6185	50.0	5509	48.0
Minority	7675	52.0	7887	52.0	6840	51.0
IEP	1508	43.0	1539	44.0	1229	44.0
EL	3967	53.0	4047	52.0	3205	52.0
GT	1957	66.0	2002	61.0	1820	65.0

Growth Subgroup Status and Local Comparison Narrative

The graphs above show growth of student subgroups on the Math state assessment over time. In Math, the percent of students eligible for free or reduced priced lunch (FRL) meeting or exceeding expectations increased, minority student performance increased, performance for students with disabilities (IEP) decreased, English learner (EL) performance increased, and overall student performance increased. This year, FRL students outperformed their non-FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP peers, EL students outperformed their non-EL peers, overall, Adams 12 Five Star Schools outperformed the school. In 2018, the following subgroups outperformed the geo. district: FRL, minority, IEP, EL, additional details are available in the graphs on the right.



NA	Not reported by the state.
*	Not available due to student counts of 0.
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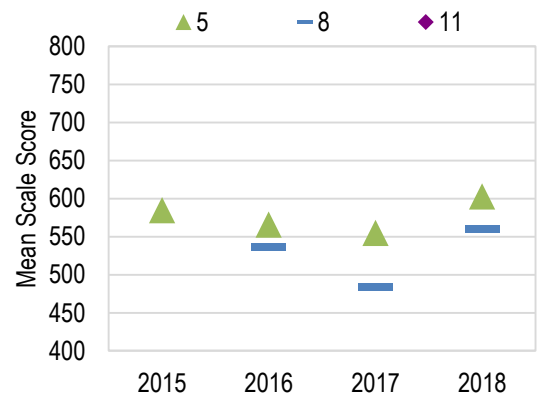
Science Achievement

CMAS Science: School Status and Trends

-How are students achieving on state assessments in Science over time?

Achievement over Time in Science								
CMAS SCI	2015		2016		2017		2018	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS
5	58	585	64	566	82	555	96	603
8	0	--	44	536	25	484	44	560
11	0	--	0	--	0	--	0	--

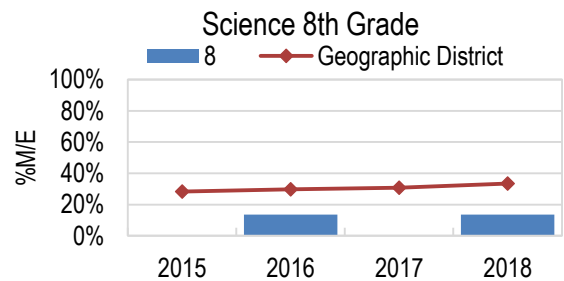
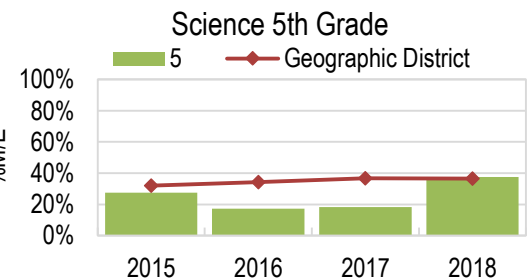
Science Achievement over Time



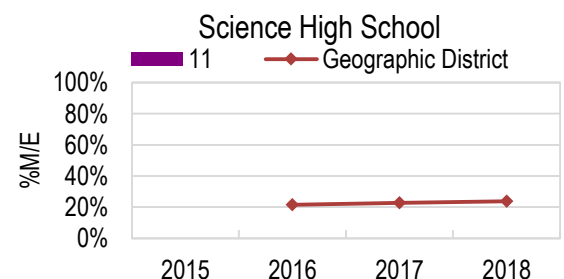
CMAS Science: Local Comparison

-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

School Proficiency over Time in Science								
CMAS SCI	2015		2016		2017		2018	
Grade/Level	N	%M/E	N	%M/E	N	%M/E	N	%M/E
5	58	27.6%	64	17.2%	82	18.3%	96	37.5%
8	0	--	44	13.6%	25	0.0%	44	13.6%
11	0	--	0	--	0	--	0	--
Overall	58	27.6%	108	15.7%	107	14.0%	140	30.0%



Geographic District Proficiency over Time in Science								
CMAS SCI	2015		2016		2017		2018	
Grade/Level	N	%M/E	N	%M/E	N	%M/E	N	%M/E
5	2962	32.0%	2923	34.3%	2932	36.8%	2972	36.6%
8	2782	28.4%	2805	29.8%	2809	30.7%	2850	33.4%
11	0	--	2027	21.5%	2130	22.6%	2149	23.7%
Overall	5744	30.3%	7755	29.3%	7871	30.8%	7971	32.0%



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the Science state assessment over time disaggregated by grade and class level. The color key to the right describes when mean scale scores exceeded, met, approached, or did not meet state expectations. 5th grade mean scale score has increased by 48 scale score points. 8th grade mean scale score has increased by 76 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Adams 12 Five Star Schools) for the past four years. In 2018, the school performed greater than the geo. district in 5th grade, lower than the geo. district in 8th grade, and, overall, 30% of students met or exceeded state expectations.

Looking through CARS: There are two pages for CMAS Science achievement data. No growth data is available for CMAS Science. CMAS Science is administered to 5th, 8th, and 11th grade. Achievement contains trends over time, geographic district comparisons, and subgroup comparisons. Narrative boxes provide further context to the data on each page.

NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds	Approaching
Meets	Does Not Meet

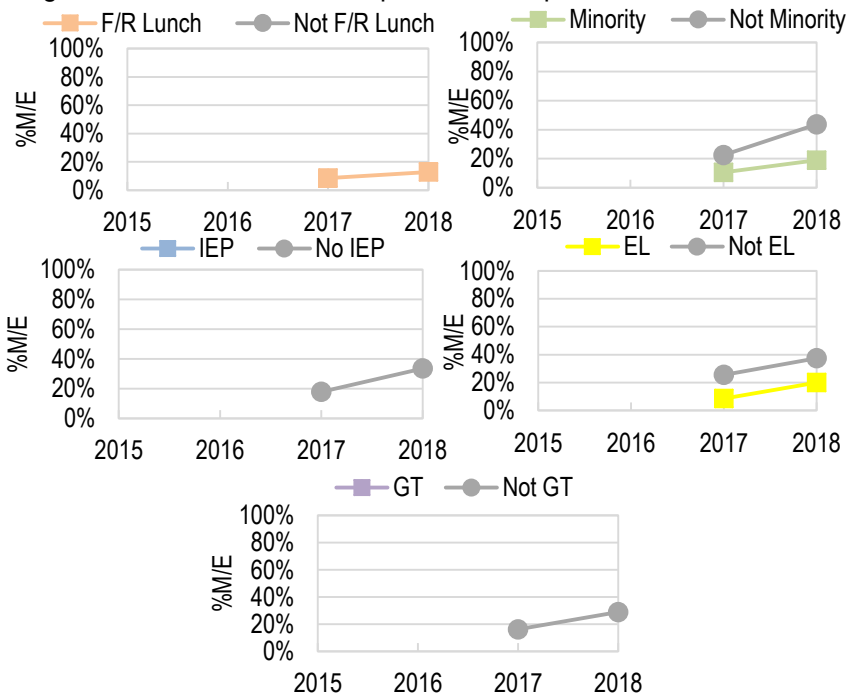
Science Subgroup Achievement

CMAS Science: Subgroup Status and Gap Trends

-How are traditionally underserved students achieving on state assessments in Science over time?

-How are traditionally underserved students achieving on state assessments compared to their peers over time?

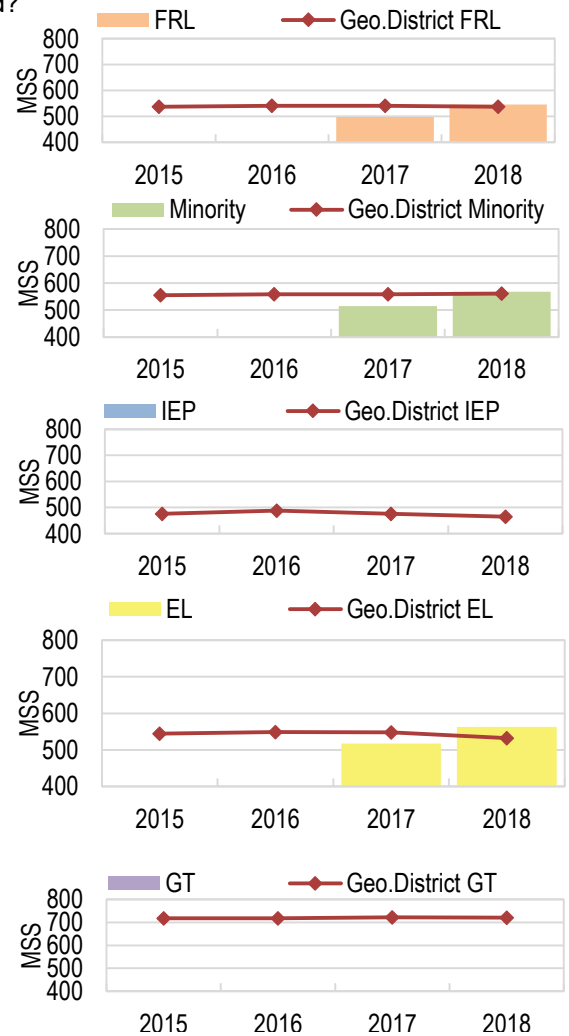
Subgroup Achievement Gap Trends over Time in SCI					
CMAS SCI		2015	2016	2017	2018
Student Subgroup	%M/E	%M/E	%M/E	%M/E	%M/E
F/R Lunch	Y	--	--	8.5%	12.8%
	N	--	--	--	--
Minority	Y	--	--	10.7%	18.9%
	N	--	--	22.4%	43.8%
IEP	Y	--	--	--	--
	N	--	--	17.9%	33.6%
EL	Y	--	--	8.6%	20.0%
	N	--	--	25.5%	37.3%
GT	Y	--	--	--	--
	N	--	--	16.2%	28.9%



CMAS Science: Subgroup Local Comparison

-How are traditionally underserved students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

School Subgroup Proficiency over Time in Science								
CMAS SCI	2015		2016		2017		2018	
Subgroup	N	MSS	N	MSS	N	MSS	N	MSS
F/R Lunch	0	--	0	--	47	498	47	546
Minority	0	--	0	--	56	515	74	568
IEP	0	--	0	--	n<16	--	n<16	--
EL	0	--	0	--	58	518	55	563
GT	0	--	0	--	0	--	n<16	--



Geographic District Subgroup Proficiency over Time in Science								
CMAS SCI	2015		2016		2017		2018	
Subgroup	N	MSS	N	MSS	N	MSS	N	MSS
F/R Lunch	2271	537	2702	541	2802	542	2949	538
Minority	2750	555	3686	559	3754	559	4016	560
IEP	599	476	733	488	747	476	730	465
EL	1389	545	1950	549	1890	548	1796	532
GT	733	718	910	718	995	722	983	720

Achievement Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the English Language Arts state assessment over time. In English Language Arts, the percent of students eligible for free or reduced priced lunch (FRL) meeting or exceeding expectations increased, minority student performance increased, English learner (EL) performance increased, and overall student performance increased. This year, non-minority students outperformed their minority peers, non-EL students outperformed their EL peers, overall, Adams 12 Five Star Schools outperformed the school. In 2018, the following subgroups outperformed the geo. district: FRL, minority, EL, additional details are available in the graphs on the right.

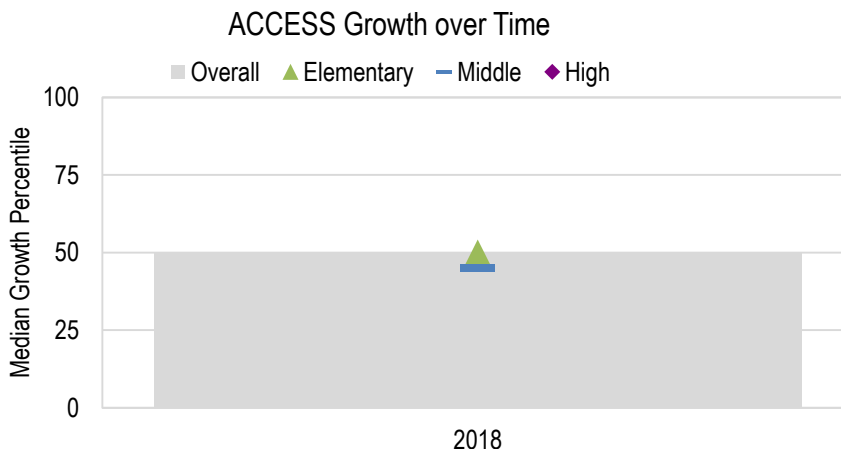
NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.



English Language Proficiency (ELP) Growth ACCESS for ELLs: School Status and Trends

-Are students making sufficient growth on state assessments over time?

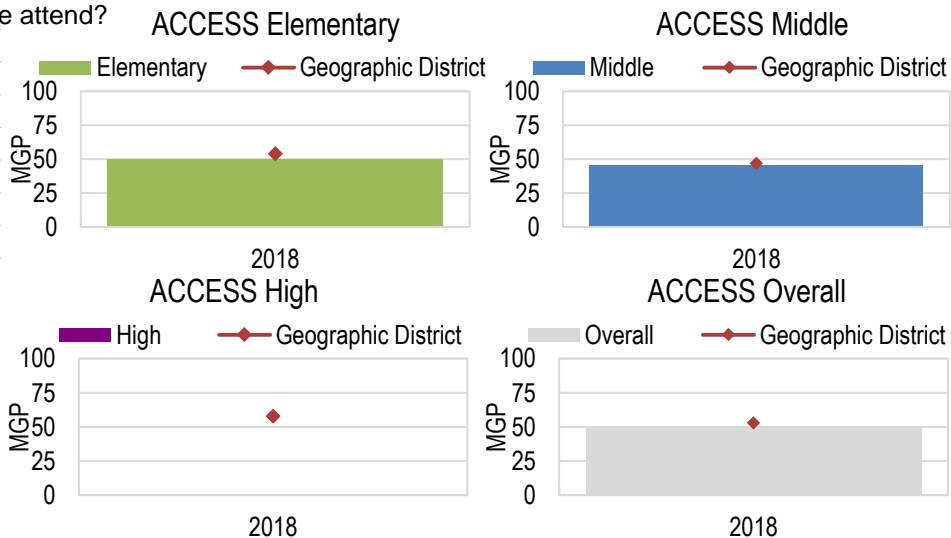
Growth on ACCESS			
ACCESS	2018		
Grade/Level	N	MGP	%On Track
K	NA	--	--
1	32	55.0	93.8%
2	35	74.0	77.1%
3	35	42.0	71.4%
4	28	23.5	57.1%
5	n<20	--	--
Elementary	143	50.0	75.5%
6	n<20	--	--
7	n<20	--	--
8	n<20	--	--
Middle	24	45.0	54.2%
9	NA	--	--
10	NA	--	--
11	NA	--	--
12	NA	--	--
High	NA	--	--
Overall	167	50.0	72.5%



ACCESS for ELLs: Local Comparison

-How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Geographic District Growth on ACCESS			
ACCESS	2018		
Grade/Level	N	MGP	%On Track
Elementary	2186	54.0	NA
Middle	825	47.0	NA
High	777	58.0	NA
Overall	3788	53.0	NA



ACCESS: Subgroup Status and Gap Trends*

-How are traditionally underserved students growing on state assessments in ACCESS over time?

-How are traditionally underserved students growing on state assessments compared to their peers over time?

*ACCESS subgroup status and gap trends are not available due to low student counts. CSI can provide this data to schools if requested.

Growth Status and Local Comparison Narrative
The graphs above show schoolwide growth on the ACCESS for ELLs state assessment. In 2018, overall student growth met state expectations and was below the geo. district. 72% of students were reported as being on track to reach English language proficiency.

Looking through CARS: There is one page for ELP growth data. ACCESS is the assessment used. Growth data is not available for comparison before 2018. "% On Track" are the percent of students on track to reach EL proficiency. Narrative boxes provide further context to the data on each page.

NA	Not reported by the state.
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Exceeds	Approaching
Meets	Does Not Meet

Academic Performance Metrics

School Observations

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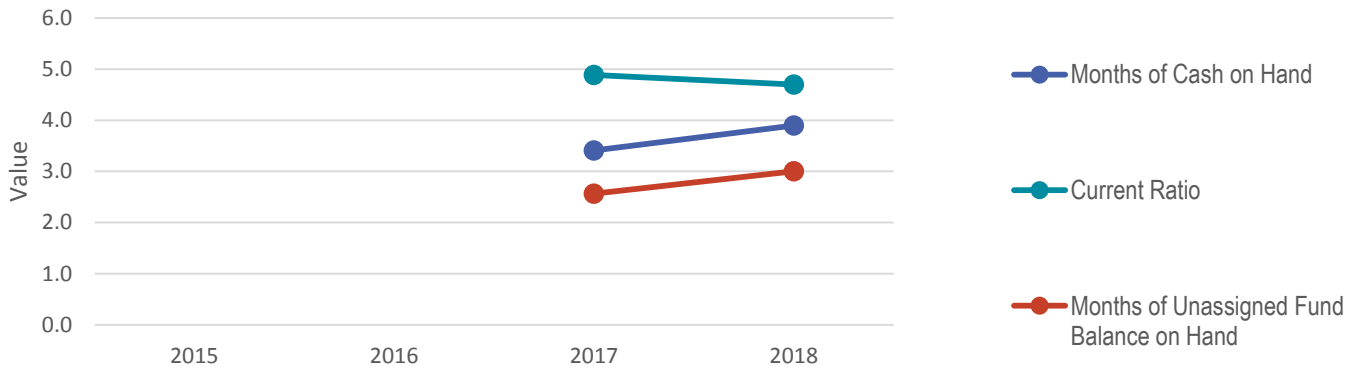
Fiscal Years 2015-2018 Financial Results

Governmental Funds Financial Statement Metrics

- Has the school met the statutory TABOR emergency reserve requirement?
- What is the school's months of cash on hand?
- What is the school's unassigned fund balance on hand?
- What is the school's current ratio?
- What is the school's aggregate 3-year total margin?

Looking through CARS: There are two pages for Financial Performance results. All applicable financial indicators have been uniquely color coded to demonstrate the school's financial health. The financial performance narrative on the second page describes the school's overall financial performance in more detail. To understand if financial performance impacted your school's accreditation rating, view the "CARS Rating" page in this report.

Governmental Funds Financial Statement Metrics				
Metric	2015	2016	2017	2018
Operating Margin	--	--	9.1%	4.5%
Months of Cash on Hand	--	--	3.41	3.90
Current Ratio	--	--	4.88	4.70
Months of Unassigned Fund Balance on Hand	--	--	2.56	3.00
Positive Unassigned Fund Balance (TABOR)	--	--	YES	YES



Enrollment

- What is the school's funded pupil count variance?

Enrollment				
Metric	2015	2016	2017	2018
Funded Pupil Count (FPC) Current-Year Variance	--	--	-1.0%	1.1%
Change in FPC from Prior-Year	--	--	--	-3.1%

Proprietary Funds Financial Statement Metrics

- What is the school's months of cash on hand?
- What is the school's current ratio?
- What is the school's debt?
- What is the school's net asset position?

Proprietary Funds Financial Statement Metrics				
Metric	2015	2016	2017	2018
Months of Cash on Hand	--	--	0.00	0.00
Current Ratio	--	--	0.00	--
Debt to Asset Ratio	--	--	0.97	0.00
Change in Net Position	--	--	275362.00	419432.00

Government-Wide Financial Statement Metrics

- What is the school's debt?
- What is the school's net asset position?
- Is the school in default with any financial covenants they have with loan agreements?

Government-Wide Financial Statement Metrics				
Metric	2015	2016	2017	2018
Debt to Asset Ratio	--	--	1.59	2.24
Change in Net Position	--	--	(\$3,114,372)	(\$4,074,430)
Default	--	--	NO	NO

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Exceeds	Approaching
Meets	Does Not Meet

Fiscal Years 2015-2018 Financial Results

Financial Performance Narrative

Global Village Academy - Northglenn ended the year with sufficient reserves to satisfy the TABOR reserve requirement, a decrease in net position, and reported no statutory violations in their Assurances for Financial Accreditation. The school's funded-pupil count came in higher than budget by 9.4 pupils (1 percent), and 27.4 pupils (3 percent) lower than the prior year. As expected of all PERA employers, the school has a high debt to asset ratio due to the inclusion of the PERA Net Pension Liability per GASB No. 68. The decrease in net position is primarily due to changes in the Net Pension Liability for the school as well. The school's governmental funds ended the year with 3.9 months of cash on hand and sufficient current assets to cover current liabilities. The school experienced a positive operating margin of 5 percent and an increase in their unassigned fund balance.

School Observations

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Exceeds	Approaching
Meets	Does Not Meet

Organizational Performance Metrics

Education Program

-Is the school complying with applicable education requirements?

The essential delivery of the education program in all material respects and operation reflects the essential terms of the program as defined in the charter agreement. Includes:

- *Instructional days or minutes requirements*
- *Graduation and promotion requirements*
- *Alignment with content standards, including Common Core*
- *State-required assessments*
- *Implementation of mandated programming as a result of state or federal funding*

CSI Review

CSI was not made aware of any issues relating to applicable education requirements for the 2017-18 school year.

Diversity, Equity of Access, and Inclusion

-Is the school protecting the rights of all students?

Protecting student rights pursuant to:

- *Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act relating to the treatment of students with identified disabilities and those suspected of having a disability, consistent with the school's status and responsibilities as a school in a district LEA*
- *Title III of the Elementary and Secondary Education Act (ESEA) and US Department of Education authorities relating to English Language Learner requirements*
- *Law, policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, enrollment, the collection and protection of student information*
- *Conduct of discipline procedures, including discipline hearings and suspension and expulsion policies and practices, in compliance with CRS 22-33-105 and 22-33-106*
- *Recognition of due process protections, privacy, civil rights and student liberties requirements, including 1st Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction*

CSI Review

CSI was not made aware of any issues related to protecting the rights of all students.

Governance Management

-Is the school complying with governance requirements?

Includes:

- *Adequate Board policies and by laws, including those related to oversight of an education service provider, if applicable (CRS 22-30.5-509(s)), and those regarding conflicts of interest, anti-nepotism, excessive compensation, and board composition*
- *Compliance with State open meetings law*
- *Maintaining authority over management, holding it accountable for performance as agreed under a written performance*
- *Requiring annual financial reports of the education service provider (CRS 22-30.5-509(s)), if applicable*

CSI Review

CSI was not made aware of any issues relating to governance requirements for the 2017-18 school year.

Organizational Performance Metrics

Financial Management

-Is the school satisfying financial reporting and compliance requirements?

Includes:

- *Compliance with the Financial Transparency Act (CRS 22-44-301)*
- *Complete and on-time submission of financial reports, including financial audit, corrective action plans, annual budget, revised budgets (if applicable), periodic financial reports as required by the authorizer, and any reporting requirements if the board contracts with an education service provider*
- *Meeting all reporting requirements related to the use of public funds*
- *The school's audit is an unqualified audit opinion and devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses*

CSI Review

CSI was not made aware of any significant issues relating to financial reporting and compliance requirements.

School Operations and Environment

-Is the school complying with health and safety requirements?

Includes:

- *Up to date fire inspections and related records*
- *Documentation of requisite insurance coverage*
- *Provision of appropriate nursing services and dispensing of pharmaceuticals, including compliance with 1 CCR 301-68*
- *Compliance with food services requirements, if applicable*
- *Maintaining the security of and provide access to student records under the Federal Educational Rights and Privacy Act*
- *Access to documents maintained by the school protected under the state's freedom of information law*
- *Timely transfer of student records*
- *Proper and secure maintenance of testing materials*
- *Up to date emergency response plan, including compliance with NIMS requirements*

-Is the school complying with facilities and transportation requirements?

Includes:

- *Viable certificate of occupancy or other required building use authorization*
- *Student transportation safety requirements, if applicable*

-Is the school complying with employee credentialing and background check requirements?

Includes:

- *Highly Qualified Teacher and Paraprofessional requirements within Title II of the ESEA relating to state certification*
- *Performing background checks of all applicable individuals*
- *Complying with state employment requirements*

CSI Review

CSI was not made aware of any issues relating to health and safety requirements for the 2017-18 school year. CSI was not made aware of any issues relating to facilities and transportation requirements for the 2017-18 school year. CSI was not made aware of any issues relating to employee credentialing and background check requirements for the 2017-18 school year.

Additional Obligations

-Is the school complying with all other obligations?

CSI Review

CSI was not made aware of any other issues of noncompliance.

Organizational Performance Metrics

Organizational Performance Additional Narrative

Overall, the School exhibited strong operational performance during the 2017-18 school year. Most of the Organizational Submissions were completed ontime. Although some revisions were required, the School was responsive in making any required revisions.

School Observations

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Expanding Frontiers in Public Education

1580 Logan Street Ste. 210 Denver, CO 80203 ▪ P: 303.866.3299 ▪ F: 303.866.2530 ▪ www.csi.state.co.us